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SELF-INSTRUCTION IN THE NON-WESTERN LANGUAGES--A MANUAL FOR PROGRAM DIRECTORS.

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THIS INSTRUCTIONAL MANUAL WAS PREPARED FOR COLLEGE ADMINISTRATORS WHO WISH TO ESTABLISH AUTOINSTRUCTIONAL PROGRAMS IN LANGUAGES NOT OFFERED IN THE REGULAR CLASS SCHEDULES OF THEIR INSTITUTIONS. SUCH PROGRAMS WOULD EMPHASIZE INDEPENDENT STUDY WITH COMMERCIALLY AVAILABLE TEXTS AND TAPE RECORDINGS, AND PRONUNCIATION DRILLS SUPERVISED BY NATIVE SPEAKERS (FOREIGN STUDENTS). OVERALL EMPHASIS WOULD BE PLACED ON LISTENING COMPREHENSION AND SPEAKING, WITH SECONDARY IMPORTANCE GIVEN TO WRITING. FIVE SUCH LANGUAGE PROGRAMS WERE SET UP AND EVALUATED FOR FIVE ACADEMIC QUARTERS AT KALAMAZOO COLLEGE IN MICHIGAN. AN EVALUATION OF THIS "NEGLECTED LANGUAGE PROGRAM" (NLP) CAN BE FOUND IN ED 010 401. (JH)

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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I. INTRODUCTION

While it is obviously undesirable to deny to the vast majority of U.S. students the option of studying a particular non-Western language, it is also true that most institutions could not offer regular courses in more than one or two such languages at best, and then only with heavy subsidies.

If a practical way could be found to enable highly motivated students, no matter where enrolled, to acquire at least a basic competence in a non-Western language (for example, oral competence equivalent to the first two years of formal instruction), then such students could subsequently continue their study of the language either in graduate school or at one of the numerous language institutes and area centers throughout the country.

Between 1963 and 1965 this writer developed, under contract with the U.S. Office of Education, a basic program in non-Western languages potentially so inexpensive and so simple to initiate that it could be duplicated on any campus in the U.S. (See Boyd-Bowman, "Experimentation With Taped Materials and Native Informants to Develop for Small Colleges Some Programs of Independent Study in the Neglected Languages." Obtainable from the Language Section, Curriculum Branch, HER, BR, U. S. Office of Education, 400 Maryland Avenue, Washington, D.C. 20202.)

The essential ingredients of the program in each language are as follows:

a) one or more highly motivated students of proven linguis-

tic aptitude,

b) commercially available, audiolingually-oriented course materials (such as those prepared by the Foreign Service Institute or the Yale Institute of Far Eastern Languages), together with complete sets of accompanying tapes,

c) a portable tape-recorder for loan to each participating student (unless the student happens to have his own or has easy and frequent access to the language lab),

d) one or more native-speaking exchange students to serve as pronunciation drill masters (NOT as instructors),

e) regular academic credit,

f) a specialist from a leading university invited quarterly to evaluate progress and furnish the grade for the quarter's work,

g) a faculty member familiar with audiolingual techniques, in this case the director, to serve as part-time coordinator for the entire program.

It will be noted that the program requires NO classroom instruction, NO minimum enrollment and NO formal instruction in linguistics. Since each student is on his own, his rate of progress is limited only by his own ability and initiative. However, he should plan to devote <u>at least</u> as much <u>total time</u> to the program as to any one of his other courses.

II. PROCEDURE

For the benefit of faculty or administrators interested in initiating similar programs at other institutions, here follow some practical suggestions regarding procedure.

STEP ONE

Choice of Language(s). Select only languages for which superior audiolingual taped course materials exist and for which two or more native-speaking exchange students will be available for the duration of the program.

STEP TWO

Ordering Materials and Equipment. The program requires that a portable tape-recorder be loaned to each participating student for his personal use, (or that he at least have constant access to the language lab), also that the director have the use of equipment, portable or fixed, upon which to record tests.[1]

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[1] Though the Wollensak T-1500's used in the pilot program were very satisfactory, other medium-priced portable recorders would no doubt serve the purpose also. Headsets and footpedals are optional accessories which some, though not all the students, may wish to use. Electronic Futures Inc., 301 State St., North Haven, Conn, 06473, has designed a high-quality transistorized language lab, the Audio Notebook (price: $339, including carrying case), one of which was also used in the pilot program and proved to be well worth the difference in price. A more recent version, adding certain refinements at a slightly higher price, is M.# 220. The Audio Notebook permits the user to select any one of 22 20-minute channels pre-recorded on its special video-type tape, as well as a master time signal channel and a student practice channel. Much of the higher price of the Audio Notebook is offset by a very substantial saving in the cost of the pre-recorded course materials (in the case of Jorden's Beginning Japanese, only $30 instead of $180!).

Pre-recorded Taped Course Materials. The quantity of taped materials accompanying each course varies considerably from language to language. Enough copies will have to be made to issue as needed to each individual student.

Ordering Blank Tape. In addition to a complete set of pre-recorded master tapes for each language, the program will require supplies of inexpensive tape (600 ft. or 1200 ft.) for making the copies issued to each student, also facilities for dubbing. Since tape copies are best issued to students one at a time as needed, the task of dubbing from the master can be spread over a number of weeks. Because of the possibility of erasure the master tapes should never be used for purposes other than making copies. Students should be allowed to keep tape copies of all materials they are responsible for mastering during a given term. Eventually, however, they should return them for erasure or future reissue.

In addition to the 600 or 1200 foot blank tapes the program will require a supply of 150 ft. tape for recording the 10 to 15 minute weekly oral tests and student responses, all of which must be identified and filed away for evaluation at the end of the term. The weekly consumption of 150 ft. boxed tapes will therefore be one per language plus one per student.

Ordering Texts. Order in each language a few more copies than the number of students involved. The director and each of the native speakers should have copies also.

MLAT Testing Kit. From the Test Division of the Psychological Corporation of America (304 East 45th Street, New York, N. Y. 10017) there should be ordered in advance Modern Language Aptitude Tests, complete with answer sheets, scoring kit, and taped instructions. The test, which takes approximately 65 minutes to administer, seeks to measure language learning potential and is a useful though not infallible device for screening candidates.

STEP THREE

Recruitment of Native Speakers. These should be exchange students on scholarship or foreign students regularly enrolled at the institution. Since they are not to be employed as language teachers, their field of study is immaterial. The only basic requirement is that they be ordinary educated speakers of the standard spoken form of the language being studied. Most U.S. colleges and universities annually host a number of foreign students, frequently on substantial scholarships furnished by some government or by the institution itself. Advance planning, in cooperation with screening agencies like the Institute of International Education (IIE, 809 United Nations Plaza, New York, N.Y. 10017) or the Council on Student Travel (777 United Nations Plaza, New York, N.Y. 10017), can insure the presence on campus of students of almost any desired language background in a given academic year. It must be remembered, however, that the screening process is lengthy and should be initiated at least one term in advance. Moreover, though the part-time services of one native

speaker (six to ten hours per week, depending on the number of students enrolled), is quite sufficient, it is wise to have at least one substitute available in the event that the regular native speaker proves for any reason unable to see the program through to completion.

Native speakers participating in the program should be referred to not as instructors (this is a self-instructional program) but rather as tutors or consultants. Technically they are informants, but popularly this term has unfavorable connotations and should be avoided. The role of a native speaker in a self-instructional program is to review with the students, either as a group or individually, material they have already learned from the tapes (never new material), to monitor and correct their pronunciation and use of idiom, and generally to provide the kind of feedback the students cannot obtain from the tapes alone. He must be cautioned not to try to talk like a book, substituting the sometimes stilted literary standard for the normal colloquial which all educated speakers use and which the student hears on his tapes. The native speaker should not talk about the language nor introduce extraneous vocabulary or idioms nor attempt grammatical explanations of any kind. The course material has been carefully sequenced and all grammatical discussions will be presented wherever necessary in the text itself. Since the main object of the course is effortless control of usage rather than the theoretical understanding of it, little time should be wasted

on grammatical speculation. The tutor's task is to drill the students rapidly and intensively in their active use of the language and to furnish a correct model for imitation by the students whenever their responses are faulty or even merely hesitant. In view of all this it is not necessary to the program that the tutor have a good command of English. Even if he does, both he and the students should pretend that he knows little or none! If a choice of native speakers exists, it is highly desirable that the person chosen have a warm and friendly disposition, be mature, adaptable, and preferably somewhat older than the students, patient, tactful and even-tempered, and above all, that he be reliable and punctual in his appointments with his tutees. (Sometimes a foreign student's cultural background has not led him to attach the same importance to punctuality that we do.) The tutor has no authority, is not concerned with grades and is not responsible for a student's progress. It is rather up to each individual student to make the most advantageous use of the tutorial time allotted to him, whether this be in group sessions, individual sessions, or a combination of both. The pay for native speakers should be based on the prevailing hourly rate for ordinary student help at the institution, say $1.25 to $1.50 maximum. This means budgeting roughly $10.00 to $15.00 per week per language.

Experience has shown foreign students to be proud to be part of the program, not for the nominal pay involved, but because

they are helping students from the host country to gain an insight into their culture through their language. Foreign students often feel isolated and strange on a U.S. campus. Tutorial work helps give them a feeling of usefulness and promotes friendly relations with their American classmates.

A tutor with preconceived notions about how the language should be taught may sometimes prove unwilling to adapt to his role and need to be replaced. The best tutors are usually those who have never thought of themselves as teachers at all. As stated above, a tutor's command of English is relatively unimportant. In fact, the poorer his English, the less he may be tempted to lapse into it in his drill sessions with the student! However, if he happens to have learned some English audiolingually at one of the American centers here or abroad, this experience will probably help him adapt to his new role. To orient new tutors to their function it may prove helpful to have them view the MLA film series entitled Principles and Methods of Teaching a Second Language (five black and white films, each about 40 minutes long),

STEP FOUR

Recruitment of Students. In directed self-instruction of this kind, one to three students seems to be the ideal number to enroll in each language, though larger enrollments (four to six) are also possible. In any event, the quality of the students selected is all important. All should come highly recommended

for their maturity, motivation and self-discipline. In fact, it would be well to treat the Neglected Language Program (NLP) as a kind of 'honors' course to which only serious students of very high potential and great emotional stability will be admitted. Sustained self-instruction makes greater demands upon the student than ordinary course-work, and average students may prove unable to do good work on their own. It is recommended that the screening procedure include the following:

a) administration of the MLAT to all candidates (to assess linguistic aptitude),[2]

b) reports from deans, counselors, and professors (to assess maturity as well as past performance),

c) personal interviews (to assess motivation). Candidates should be able to explain convincingly (i) why they want to study a given language (ii) how they plan to fit it into their academic schedule and for how long (iii) how they hope to follow it up in graduate shcool or with an NDEA summer language fellowship, and (iv) what they hope to do with it ultimately.

Students admitted to the program should be made fully aware of the demands the program will make upon their perseverance,

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[2] Candidates scoring below the 70th percentile might normally be eliminated, though it must be said that at Kalamazoo two students, with percentiles of 60 and 65 respectively, achieved just as highly as some of the others. Since the MLAT does not purport to measure <u>all</u> the qualities required for success in a program of this kind, its results should not be considered decisive.

especially once the novelty has worn off and the work becomes more difficult.

STEP FIVE

Orientation of Students and Native Speakers. At the first regular meeting, all the NLP students should receive their equipment and the first tape for the course. They should be introduced to the native speakers who will be working with them and asked to set up three to four group appointments for the coming week. Informality should, in our opinion, be the keynote of the relationship between student and tutor. In fact, if the students have been well selected, it is they who will tend to take the initiative in determining when and where to meet, for how long, and how best to utilize the time available. It is most important that from the outset the native speaker realize that his role is not that of a teacher, but that of a fellow-student and friend. The basic learning is done by the students working on their own with text and tape (primarily the latter); the tutor's task is to monitor the already-learned in rapid-fire review sessions, to serve as a live model reinforcing the native voices on the tape, and to provide the students with 'feedback' by reacting to their efforts as a typical native speaker would. Apart from encouraging the students with his enthusiasm, his role is in many ways a passive one. Responsibility for progress rests not with him but with the student himself, who proceeds at his own pace in the knowledge that he will be accountable for both the amount and quality of

his progress when the visiting examiner comes at the end of each term.

It is important to emphasize to the students again and again the need for 'over-learning' the taped material to the point where correct responses become automatic and effortless. As a general rule, each session with the native speaker should be preceded by two hours of intensive drilling of the same material on tape. Live sessions are for review only.

To familiarize both students and tutors with some of the basic concepts of language learning, including the techniques of pattern drill, the director may wish to require, as part of the orientation program, that both view the MLA film series Principles and Methods of Teaching a Second Language and/or observe expert audiolingual techniques being applied to a regular class in spoken French or Spanish. Though NLP work will be structured quite differently from regular classes, even audiolingual ones, there is still much of value that can be learned through such observation.

In addition it is helpful to have the students read the instructions given by Robert Lado and Charles Fries on page xiii of English Sentence Patterns: An Oral Approach (University of Michigan Press, Ann Arbor, 1953), and to have the native speakers read George L. Shelley's excellent booklet entitled Discussion of Method in the Teaching of Spoken Chinese (Institute of Far Eastern Languages, Yale University, New Haven, Conn. 1961) much of which

is applicable to the study of other languages as well.[3]

Observation by the director or coordinator. Especially in the early weeks, when students and native speakers alike are inexperienced, the director will find it advisable to visit the drill sessions frequently and offer tactful suggestions of the kind recommended by Lado and Fries (see above) or by Shelley. In such drill sessions it is important that the students acquire the habit of working with books closed and their eyes fixed on the tutor. The latter, basing himself completely on the text, will elicit rapid-fire responses, first in chorus then individually, repeat the correct response after each student response (this serves either as reinforcement or correction, depending on how accurately the student responded) and make the students repeat dialog or drill material swiftly and accurately until all traces of hesitation are lost. Since the goal of pattern drills is to make sound features and grammatical patterns of the target language as completely atuomatic as they are in the native language, the tutor should not be satisfied with utterances constructed gropingly or at less than normal conversational speed. New tutors might try to imitate rather closely the tempo of the native voices heard on tape.

Experience with sessions involving three or more students working with the native speaker simultaneously, tends to confirm

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[3] This writer found the booklet so informative that he furnished a copy to every native-speaking tutor, regardless of language.

that one or two is the optimum number of students for any one drill session. Individual sessions are good because the student can truly proceed at his own speed. Since he has the tutor's undivided attention, effective use of time permits sessions to be fewer or shorter, e.g. two one-hour sessions or maybe four half-hour sessions a week. With two students we have found that the basic feeling of intimacy and of individual attention is still preserved as long as the students are progressing at approximately the same rate. If not, frustration can develop and morale is impaired. With three or more students at one time efficiency tends to decrease progressively throughout the term as the different learning rates produce an ever greater spread between the fastest and the slowest learner. Since the cost of setting up extra hours per week as needed is minor (only $25 each per term) the director has an easy remedy if some students begin to outdistance the others. It is important that each student feel that his rate of progress depends entirely on his own individual initiative and not on that of the group as a whole.

Weekly Testing. Once a week the director should meet with a native speaker in each language to record a ten-minute test tape based on material covered in the text.[4] Though the test might take many forms, one that this writer developed and found simple,

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[4] At Kalamazoo, for a trial period, we experimented with bi-weekly tests, but this proved too great an interval and we returned to our original plan.

yet effective, consists of a number of utterances selected at random from the text and recorded by the native speaker with pauses for student repetition, a number of short questions asked by the native speaker and requiring the invention by the student of prompt but reasonable replies (sample question: What are you eating? -- sample reply: I am eating rice.), and a number of English glosses, taken at random from the text and recorded by the director, to be promptly converted back into the target language by the student.[5]

These tests take about fifteen minutes to record, with the director supplying the portions in English, the native speaker the rest.[6]

Weekly Joint Meetings in the Lab. Once a week the director should hold a general meeting in the language lab for all personnel involved in the program.[7] After the students have recorded the weekly oral test and their response tapes have been duly

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[5] Later, when the student has begun to work with the writing system, his facility in recognizing Chinese characters or Devanagari script can also be tested by attaching to his test tape a thermofaxed sheet of excerpts from the text, either pasted together from thermofaxed clippings or else in the native speaker's own handwriting, which the student is instructed at the end of the test to open up and read aloud onto his answer tape.

[6] To save the director some time an experienced tutor may eventually be counted on to select most of the test materials in advance and merely submit them for the director's approval before they are recorded.

[7] A good time for such a joint meeting may be late in the afternoon, when it is not likely to conflict with other scheduled activities.

identified and filed away for later evaluation by the visiting examiner, the director should devote the next ten minutes to ascertaining, by means of a questionnaire (see Appendix A), how much material each student covered the preceding week, how much time he spent with the tapes, and how much with the native speaker, what collateral reading he did, if any, and what difficulties, if any, he was encountering. This is also the best time for general announcements, questions and answers, for issuing new tapes, and for showing travelogs or simple movies on linguistics. Later on, when the available movies have all been shown, the imaginative director will arrange for talks or panel discussions (in English, of course!) on topics relating to non-Western cultures, e.g. Hinduism, Buddhism, African politics, education in Japan, the geography of Iran, marriage customs in East Africa, the economy of under-developed nations, etc., etc. In addition to involving students in these discussions, the director can generally count on each of the native speakers to talk once a term about some aspect of life in his own country, and perhaps even on a few of his colleagues in other fields for informal talks on non-Western art, music, politics, history or religion.

Language Tables. If dining hall or cafeteria arrangements permit it, a weekly 'language table' might be scheduled, provided the native speakers are willing and the students themselves show interest. Kibitzers, however, are distracting and should be firmly

discouraged. No English should be permitted at all if these tables are to serve their purpose.

Reading for Cultural Background. Each student should be urged to learn all he can about the people who speak the language he is studying. While it is of course unwise to divert students' time from their main goal by assigning heavy readings and reports in history, international politics and the like the students might, at the director's discretion, be asked to submit evidence of having done some collateral reading during the course of their second (and subsequent) terms of non-Western language work. Such additional readings, and any written reports based on them, should of course be drawn to the attention of the visiting examiner, since the latter is the sole arbiter of the student's grade for the course.

It goes without saying that students should be encouraged to plan programs of cognate courses in other departments (history, sociology, philosophy, policial science, art, etc.) that also deal with the many facets of non-Western civilizations.

The Visiting Examiners. Near the end of each term, perhaps on the weekend immediately preceding the final examination period, the director should have arranged for a visiting specialist in each language to come to the campus for a part of a day to examine the students enrolled in the program. Wherever possible, examiners should be chosen who are thoroughly familiar with the materials being used for the course and are in fact using the

same materials in their own classes elsewhere. The examiners, for whom travel expenses plus $50 to $75 honorarium per visit is generally quite satisfactory, are asked to evaluate each student as they would their own regular students after a comparable period of study. While the examiners are of course free to examine the students in any way they see fit, they will generally base their grade on one or more of the following types of test, all of them conducted in the target language:

a) observing student performance in review drill sessions with the native-speaking tutor (this rapid-fire review of familiar work in a familiar context is a good warm-up and helps overcome any initial nervousness on the part of the students),

b) asking simple questions of individual students in the group to check fluency, control of idiom, intonation, etc.,

c) ditto, in private interview,

d) having student read aloud from selections from the text,

e) asking him to retell in his own words what he has read,

f) asking him to tell a story, or give an autobiographical sketch of himself, or describe the foreign country and its customs.

g) asking students to act out one or more dialog situations from the text, with frequent changing of roles (customer - clerk; parent - children; teacher - students; etc.),

h) giving a dictation of appropriate difficulty,

i) giving an auditory discrimination test,

j) giving a standardized listening comprehension test,

k) listening in chronological sequence to samples of each student's weekly test tapes.

Testing may take a total of from one to four hours, depending on the total number of students to be interviewed and the thoroughness of each individual examination. The general level of oral proficiency reached by a student can be determined quite rapidly, often in ten or fifteen minutes, but examiners should be encouraged to test <u>all</u> phases of the students' work in order to stimulate maximum effort in the future. If the testing is in any way perfunctory, the student will feel cheated of his only chance to demonstrate, before a qualified judge, all that he has mastered in the past several months.

Occasionally it may prove more convenient to schedule the testing at the examiner's own institution; however, for psychological reasons we recommend that at least the <u>initial</u> testing be done on the student's home ground. With his grade for the entire term's work depending on this one day's performance, he is apt to be nervous enough as it is! Past experience has shown the evaluators to be extremely willing to come, conscientious in their testing, fair in their judgments, and a source of constructive suggestions about how to remedy in the future any deficiencies they may have observed.

<u>Administration of the Program</u>. This manual would not be complete without a summary of the qualifications and responsibilities of

the person charged with administering the program, be his title that of director, coordinator, or supervisor. Though he need not be a non-Western expert, nor even a linguist in the technical sense, he should ideally be a member of the foreign language department familiar with the aims and methods of audiolingual teaching and experienced in its techniques both in the classroom and in the lab. Because most of his duties relate to the initial phases of the program he should be given adequate secretarial assistance in the planning stage and perhaps released from certain normal duties during the first term of student participation, particularly if several students or more than one non-Western language are involved. He is responsible for acquiring the necessary course materials and equipment, recruiting both students and native speakers and indoctrinating them in the basic rules of procedure, monitoring student work both in the lab and in the 'live' drill sessions with the tutors, recording (with the help of the latter) short, simple oral tests designed to measure each student's weekly progress, and administering these every week in the lab with the help of the lab assistant or lab director. He must also keep taped records of all tests and responses together with questionnaires on the materials covered each week by each student, and arrange for visiting specialists to examine the students near the end of each quarter or semester. While the administration of the program may be arduous at the outset, it is also very interesting and rewarding to anyone willing to explore new

techniques of teaching. As both students and tutors master their respective roles the time required for supervision decreases greatly and the program begins to function virtually on its own at a negligible cost in time and money.

III. SAMPLE COST PER LANGUAGE

(A) The initial, permanent investment in tapes and equipment is the biggest item:

	No. of Students enrolled				
	1	2	3	4	5
Prerecorded master tapes	$150	$150	$150	$150	$150
Bulk tape (1200 ft.)	30	60	90	120	150
"Living Letter" (150 ft.)	10	20	30	40	50
	190	230	270	310	350
Wollensak T-1500 or equiv.[8]	160	320	480	640	800
Quality Headset (optional)	(40)	(80)	(120)	(160)	(200)
Total initial investment	$200	$400	$600	$800	$1000

(B) The annual cost of operation is, by contrast, very small:

Native speaker (6-10 hrs. at $1.50 per hour for approximately 30 weeks)	270	315	360	405	450
Visiting examiner's honorarium and travel expenses[9]	200	200	200	200	200
Total operating costs	$470	$515	$560	$605	$650

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[8] For large numbers of students it may prove more practical to install a small, centralized lab facility, with from 5-10 practice booths fully equipped with flush mounted tape recorders and high quality microphone-headset combinations, for the exclusive use of the students enrolled in the program. Each student would be issued a key to this lab and have access to it at all times. Provided the location is convenient and a regular schedule is worked out to ensure its most efficient use, such a lab might well serve two to three students for every booth provided. This arrangement would certainly facilitate maintenance of equipment and supervision in general. It would also reduce the number of copies required of each tape, because they would then be available in the lab at all times instead of being issued to each student.

[9] This figure is approximate and covers one visit per semester. Institutions operating on a three-quarter system should add $100 to cover the extra visit.

While high-quality headsets are optional (some students find them very helpful, others not), the program might do well to have a small annual budget to cover the cost of occasional film rentals and of extra copies of the text for use by the native speakers and the director himself. All other minor expenses (postage, a few reference works in each language, equipment maintenance and repair) can readily be absorbed by departmental or library budgets.

Appendixed are sample instructions for one of the weekly oral tests, a copy of a weekly questionnaire, and a selective bibliography. Further information or advice may be obtained by writing to the author at his new address: Prof. Peter Boyd-Bowman, Department of Modern Languages and Literature, 212 Crosby Hall, S.U.N.Y. at Buffalo, N.Y.

APPENDIX A

Instructions for a sample oral test recording.

"This is a test for Jorden's Beginning Japanese based on Lesson X. Before we begin, please state your name clearly, twice." (Pause) "Now, for the first part of the test please repeat, exactly as you hear them, the following Japanese phrases." (Here the native speaker records at normal speed about eight sentences of medium length (10-15 syllables) selected at random from the material to be tested. After each sentence he pauses for up to ten seconds.)

"In the next part of the test, please invent prompt and reasonable replies to the following simple questions, giving each reply in the form of a complete sentence." (Here follow about eight short questions in Japanese, uttered by the native speaker at normal speed, with a pause of about 10 seconds after every question. Sample questions: Why are you learning Japanese? Where can I find a taxi? What day is today? What did you do last night? How long have they lived in Tokyo? Who is Mr. Tanaka?)

"In the third part of the test, please put into correct Japanese, without hesitation, the following English sentences." (Here the director himself selects at random, and records in English, about 15 short (10-15 syllables) glosses from the dialog or pattern drills, occasionally switching person, number or tense,

or else regrouping familiar dialog material into new combinations to test true grammatical comprehension. After each sentence, the usual 10 second pause.)

While in the early stages this test would normally conclude at this point with the words, "This is the end of the test -- thank you very much," the more advanced student may further be required to deliver a short oral composition on a topic related to the dialog, to listen to a passage and answer questions on it, or at a given command to open up a folded test sheet and read aloud into the mike some sentences in hiragana or kanji selected at random from the text and either copied out in the tutor's own handwriting or else thermofaxed, cut out and pasted together on the test sheet. Many other ingenious variations could be developed and substituted without exceeding the recommended time limit of 10-15 minutes for the test.

APPENDIX B

NLP WEEKLY REPORT

Name_____Language_____Date_____

1. Where and when did you meet with your informant this past week?

	Room	Time	Name of Informant	Individual Session?	Group Session?
Mon.					
Tues.					
Wed.					
Thurs.					
Fri.					
Sat.					

2. About how much time did you spend with your tapes this past week?_____hours.

3. How much material did you cover this week?

   Unit_____, page_____to Unit_____,page___.

4. Any background reading?_____If so, what?_____
   _____

5. Any other related work (e.g. on the writing system)?_____
   If so, what?_____

6. Equipment working O.K.?___If not, comment:_____
   _____

7. Tapes O.K.?___If not, please explain_____
   _____

8. Sessions with informant this past week. Comment if you wish.
   _____

9. Any learning problems?_____
   _____

10. Describe your morale: 1)High___ 2) Low___ 3)Average___

11. Do you feel your progress last week was:

    1)Rapid___ 2)Medium___ 3)Slow___ 4)Very slow___

APPENDIX C

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